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JOURNAL OF EDUCATION

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APRIL 17, 1933

The Tree of Youth

The educator's task illumined with a metaphor

EVERETT V. PERKINS

Distribute Education Fairly

Suggested cures for local inequalities

BARTON MORGAN

Good Things Heard and Seen

Reassuring reports from schools visited

GARRY CLEVELAND MYERS

Visual Aids at Little Cost

Evidence that brains can conquer budgets

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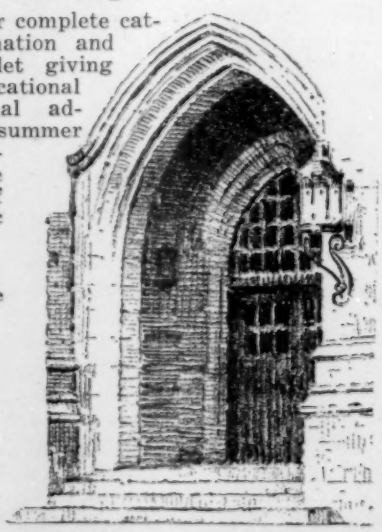

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JOURNAL OF EDUCATION

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ANSON W. BELDING, Editor

ISOBEL R. LAY, Managing Editor

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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

TURNING THE PAGES

Men have often been compared with trees, but it has remained for Principal Everett V. Perkins of Augusta to use the tree metaphor effectively to throw light upon the educator's task. Poetry and pedagogy are well blended in "The Tree of Youth."

•

So much is said and printed about school economies these days that the Journal's editors have had to refuse much material of that sort. Besides —what inspiration and refreshment are there in harping upon the common woes? "Distribute Education Fairly," by Professor Barton Morgan of Iowa State College, points out various disparities due to local differences, and makes constructive suggestions.

•

Our frequent contributor, Garry Cleveland Myers, is with us again with "Good Things Heard and Seen." He reports enthusiastically upon visits to a number of school systems in scattered places.

•

Imagine a young superintendent trying to get along with an elderly teacher, noted for her strongly-held opinions —but you do not have to imagine. Turn to the story, "Abbie Brown," by Superintendent Irl Dulebohn. There will be more stories by the same author.

•

Brains can conquer budgets. Why not? A lot of us had been assuming that visual aids to education had to be expensive. Along comes Principal George W. Wright to show us better.

•

What under the sun the quarrels in the Doe family have to do with education puzzles you for only a minute. You will like the way Principal R. W. Blaisdell breezes into his theme and out of it, leaving a clearer sense of "what it's all about."

•

Our April 3 issue brought many favorable comments. The new feature, "So Runs the World," met with a hearty reception.

THE PUBLISHERS

Are Your Pupils "Word Conscious"? Do They Know How to Study Words? Do They Use Them Correctly?

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JOURNAL OF EDUCATION

Editorials

No Escape

ONE act leads to another. Changes in the social order, improvements in community standards, lead inevitably to other changes, other improvements.

Some communities nowadays are trying to evade certain effects of certain changes which they very cheerfully brought about in the name of higher social standards. When school attendance up to a specified age or grade was made compulsory for all children, responsibility for furnishing suitable instruction to all according to their needs was created. The traditional studies taught in the traditional way might have answered fairly well the requirements of the smaller group of boys and girls from whom the misfits dropped out automatically. Not so today.

Extensions of educational service have resulted from inescapable causes. The schools did not launch upon their broader programs just for the sake of spreading themselves out in all directions. They merely met the demands which new conditions made upon them—and discovered, as they did so, many facts about teaching that have benefited all sorts and types of pupils.

Society has every right to expect full value for its money spent upon education. But society cannot gracefully back away from what it has itself undertaken. To do so is not only poor sportsmanship but blind folly. False economy in education now will be reaped in social breakdown and disaster later on.

• • •

Where Equality Begins

MUCH is being said about the equalizing of opportunities for children. The moral usually is—that state and federal governments should step in to carry part of the burden for less prosperous districts.

Without standing in the way of anything which remains to be accomplished in that line, may we suggest the need of equal opportunities for all children in the same school or, perchance, the same classroom?

Children have a keener sense of justice than we often suspect. They know when a principal or a teacher is fair to all, or treats some better than their deserts, some worse.

No higher tribute can be paid by a boy or a girl to a teacher than: "He has no pets. He treats us all alike."

No live boy or girl cares to be singled out for special favors, or for continual adulation by some admiring teacher. Classmates, outside of hours, make no secret of their dislike for the pampered one.

Pupils on the other hand who are snubbed by a teacher never can do their best for that teacher—and so are snubbed some more. How many young people have quit school in discouragement and disgust over such injustice? The number is not small.

Equal opportunity should be graven upon the heart of every educator in the one word—"Justice."

• • •

John Doe, His Mark

HAVE you, by any chance, a signature that no one but yourself can decipher? If so, beware of the limelight which that well-known publication, "American Penman," is casting upon this particular type of idiosyncrasy these days. Many otherwise estimable persons, it appears, are unable to sign a letter in a fashion to reveal their true names. A headachy world must be wasting untold hours in trying to figure out these scrawls.

Are some individuals with a flair for greatness disposed to believe their ambition can be attained more quickly by having a mysterious symbol where their name should be? Perhaps this is the case. A cloak of mystery has often fooled the public for a while.

Or is it mere lack of thought for the comfort of the casual reader?

A growing custom of using the typewriter has relieved many persons of the necessity of writing a legible hand; though greatly to the regret of professional typists, and to the bewilderment of the ultimate reader when he runs upon strange, irrelevant words in the typewritten sheet.

No doubt it will always be hard to teach an "old dog" new tricks, such as the forming of a less tricky signature. The best the confirmed hen-scratcher may ever do is to make sure his signature is repeated in printed characters beneath, or elsewhere on the letter sheet.

For the perfect world we hope to see tomorrow—let's train up the handwriter in the way he should go and when he is old he may not depart so far therefrom as to be a nuisance, a time stealer, or a promoter of insanity.

If signatures are not to be read—why not use the X mark instead?

So Runs the World

By ANSON W. BELDING

A New Kind of Army Enlists

Job-Sharing May Be Enforced

Beer a Stimulant — to Trade

Loss of Akron Raises Doubt

Statesmen Due in Washington

Germany Treats Jews Roughly

Europe Feels More Cheerful

Men are signing up for the President's civil army of 250,000. The volunteers, enlisted from the unemployed of cities and towns throughout the nation, will be set to work improving forest areas. Opposed by organized labor because of the low pay, this project will engage men in useful work under healthful conditions, and should relieve the cities to some extent in the matter of doles to the unemployed. Minds as well as bodies will be benefited by the outdoor work in place of idleness.

•

The most surprising action yet taken by either branch of a Congress which is full of surprises, was recorded in the Senate, when that body by vote of 53 to 30 approved a measure calling for a five-day working week, six hours a day, for factories. The progress of this move for nation-wide job-sharing will be worth watching.

•

Millions of Americans were willing subjects of the experiments with 3.2 per cent beer, conducted lawfully in twenty states since the seventh of April. While apparently non-intoxicating, the new beverage has at least been stimulating to some lines of business. America does nothing by halves. It has gone at this drinking opportunity with gusto. It is too soon to measure permanent social or economic effects. An encouraging thing has been the amount of precaution taken by the states to prevent certain abuses formerly connected with liquor selling.

•

Collapse of the great airship Arkon with nearly all on board has awakened not only sympathy but speculation. Will our government authorize its Navy to go on experimenting with costly balloons? All of us hate to admit there is any element that man cannot conquer; and the airship has already proved itself successful in all ordinary weathers. But it will always be an inviting target for Nature's fury and—in times of war—for enemy gunfire. If experts disagree, as they do, over the value of these devices, public opinion may cast the deciding vote in favor of letting other nations do the experimenting. Germany has a knack in this line—or is it luck?

•

Washington will soon be the scene of international conferences perhaps exceeding in importance those of President Harding's day—when the naval arms pact and other treaties were worked out. Britain will be represented this time by Premier MacDonald; some ten other nations by statesmen of high rank. Trade and tariffs, war debts, armaments and whatever else may be causing friction will be discussed between the United States and the various powers which respond to President Roosevelt's informal invitations. And all of this, while useful in itself, will also serve as a preparation for the world economic conference which will meet later in London. Friendly talks may do much to restore confidence and commerce.

•

The Republic which was set up in Germany after the war was looked upon by Europe as a kind of insurance policy against disturbance of the general security. The Republic is now no more, and Europe watches the new autocracy headed by Hitler with some anxiety. News that dueling is back in favor at German universities by decree of the Hitler government, may be only a straw, but it indicates an attempt to restore Germany's high temper. Official treatment of the Jews since Hitler took the helm makes a sorry chapter. First reports of cruelties led to protests from many lands. Thereupon the Hitler government denied the reports by proving them true, at least in part. Boycotting of Germany's Jewish population has been followed by degrading Jews to a second class of citizenship. Germans having Jewish blood to the extent of one Jewish grandparent are barred from holding positions under civil service. Of course there is a strong anti-Jewish sentiment in Germany to support these discriminations. Profiteering since the war is one of the accusations commonly brought. Punishing an entire group for the wrongdoings of some members is not justice, but hysteria.

•

Yet the situation in Europe becomes less tense, as France admits that changes should be made in the Treaty of Versailles. Italy's Mussolini has already pointed to some shifts of boundaries which would make for better feelings. Europe draws an easier breath.

The Tree of Youth

By EVERETT V. PERKINS
Principal, Cony High School, Augusta, Maine

THROUGHOUT literature man is likened to a tree. The Psalmist says that a good man "shall be like a tree planted by the rivers of water"; Vergil compares the collapse of King Priam to the fall of a mighty oak on the mountain side; Wordsworth speaks of "a brotherhood of venerable trees"; Kilmer tells about

"A tree that looks at God all day;
And lifts her leafy arms to pray."

It is interesting to note how many terms there are that apply to both men and trees—trunk, limbs, foot, heart, veins. Men and trees have been associated in the human mind from the time the race began to think.

It is a good figure. Man is like a tree. Like a tree he has a small beginning, a period of growth and development, a time of maturity—and then decline, death, and decay. Like a tree a man's life may be attractive and useful, or it may be ugly and worthless.

•

Boys and girls are like young trees. The modern youth is not like a tree growing in a wild state upon the mountain, but rather like a fruit tree in the garden.

Such a tree cannot be left to itself; it must have careful husbandry if it is going to bear a large quantity of good fruit.

But there are some things that the husbandman cannot do for the tree. He cannot make the tree bear a harvest unnatural to its branches. He cannot force the pear tree to bear plums. Nature pre-determines the type of fruit. Nature, too, sets a limit to the size to which the fruit may grow. There is no way by which the husbandman can make the Russet apple become as large as the Pound Sweet. The rate of development, also, is something over which the husbandman has little control. Some fruits mature early, others late—each according to its own nature. There are three things, then, about which the husbandman has nothing to say—the type of fruit, the limit of its growth, and its rate of maturing.

"Let us give boys and girls plenty of opportunity for self-expression. But let us also require of them definite duties in the home and the school, let us restrict them to reasonable expenditures of money, let us teach them to sacrifice something they want to-day for the sake of something greater to-morrow, and let us embue them with the fact that we all must give up in the interest of the common good many things that we individually would very much like to have."

•

The wise husbandman does not try to combat nature. He studies carefully what nature has given him in order that he may co-operate with her. He knows that nature and nurture must work together if good results are to be obtained.

What can the husbandman do for the fruit tree? Three things. He can enrich the soil around the tree so that a sturdy growth may be stimulated. He can protect the tree. Blight, insects, and rodents will injure the tree unless the husbandman is on the alert. Finally, the husbandman can prune the tree. A tree, enriched and protected, will send out a superabundance of branches. Many of these will have to be cut away if the tree is to yield an excellent and bountiful harvest.

Enrichment, protection, pruning—no fruit tree can bear a good crop without these three.

We, parents and teachers, are husbandmen of the tree of youth. We must do our work well, if that tree is to bring forth in later years the fruit of high character and worthy deeds.

But we find that there are some things that we cannot do with the tree of youth; we are limited in what we can accomplish in our work with children. We cannot change the type of the child. Nature pre-determines whether he shall have blue eyes or brown, whether he shall be dreamy or practical. Nature, too, has much to say about the limits of the child's development. We parents and teachers all wish to have our children "topnotchers." But if nature has ordained that John be just an ordinary person it is worse than useless for us to try to make him into a genius. Nature, also, is largely the arbiter of the child's rate of development. Some boys are younger at sixteen than others are at thirteen, and some girls are less developed at fifteen than others are at twelve.

•

It is clear that we parents and teachers must know what nature has given us before we can begin our work. When we take a boy who is naturally motor-minded and try to make him academic, when we seek to get a girl of only average intelligence to lead her class, when we attempt to have a child inherently of slow development keep up with one who is precocious, we are combatting nature, we are endeavoring to do the impossible. Nature and nurture must co-operate.

What then *can* we do for the youth tree? First of all we can enrich it. We, modern Americans,

do this work well. We provide for our boys and girls schools of a merit and extensiveness unparalleled in the history of the world. The movie and the radio bring to them every kind of fact and fancy. We furnish camps for them in summer and clubs for them in winter. Through traveling about in automobiles they learn first-hand much that previous generations have had to get from books. The minds of our young people are stimulated by all sorts of suggestions and experiences. The result is that the rising generation has a fund of information and ideas that we older people never cease to marvel at. On many subjects that come up in the classroom the boys and girls can tell us teachers much more than we can tell them.

But the enrichment of the tree of youth is not all that is required; we must protect that tree.

Here we conspicuously fail. To be sure, we protect the children against disease. We see to it that they have pure water and clean milk. But their minds and characters are exposed to all kinds of evil influences and you and I show but little concern.

Usually when I go to the motion pictures I come away with the feeling that they are tearing down in the minds of our young the ideals that we, in the home, the church, and the school, are striving to build up. Certainly many of the movies that our boys and girls attend are not fostering the time-honored virtues of sobriety, chastity, reverence, and thrift. Some little time ago a special appeal was made to get my students to go to see a great hero of the screen. I joined the young people at the theatre. Here is a sample of that film star's jokes. Some one asked him: "When do girls go wrong?" His answer was: "Nine times out of ten."

Many of our boys and girls have succumbed to the persistent and ubiquitous cigarette advertising of recent years. Soon their eyes and ears may be greeted everywhere with exhortations to buy wine and beer.

How shall we protect our young from bad influences? There is but one sure way. We must fill up their time with things that are worth while. We shall save them from the bad only by pre-occupying them with the good. Give us more athletics, outings, clubs, dramatics, wholesome activities of every kind, and give us more teachers who count it a joy to join with students outside the classroom in every sort of worthy enterprise and pastime.

•

There is one thing more—the tree of youth must be pruned. Our boys and girls have uncounted impulses. Many of them are good and these should find expression in action until right habits are formed. Other impulses are undesirable; these must be suppressed.

There are modern educators that go too far in maintaining that children should be educated through self-expression. No child can be properly trained by having all he wants and doing all he feels like doing. Child-centred homes and child-centred schools are beautiful phrases and indicate the right emphasis in education, but discipline must not become obsolete. There are things that must be *required* of our young people.

It is said that Colonel Coolidge came home one night and found that his young son, Calvin, had forgotten to fill the wood box before he went to bed. Did the father do the boy's work for him? Did he scold or punish the boy? No. He went to the boy's room, aroused the lad from his sleep, and had him get up and do his allotted task. In ways like this there was developed in the boy who was destined to become a great national leader that spirit of faithfulness which was one of the chief characteristics of this remarkable man.

Let us give boys and girls plenty of opportunity for self-expression. But let us also require of them definite duties in the home and the school, let us restrict them to reasonable expenditures of money, let us teach them to sacrifice something they want today for the sake of something greater tomorrow, and let us imbue them with the fact that we all must give up in the interest of the common good many things that we individually would very much like to have.

We, parents and teachers, must not forget that we are the husbandmen of the tree of youth. We must enrich that tree, protect it, and not forget to prune it. To care for that tree properly, to make it bring forth the fruit of strong character and worthy deeds, is the main purpose of our lives.

"The schools stand between the generation which is passing out and has no adequate understanding of the new social order and the oncoming generation which is eager to take its part in the world and unwilling to be bound by the fetters of a narrow program conceived and established in a day when machinery was new and cities were uncommon. Our present task is one of consolidation and organization, of improvement and amplification of education."

—Charles H. Judd.

Distribute Education Fairly

By BARTON MORGAN

Iowa State College, Ames, Iowa

THE American ideal of equality does not permit the choice of leaders on account of their wealth alone, nor is any child to be bound by the accidents of birth. The American ideal is that the race of life may be run from an even start and with a free field.

"Every grown man's chance," observes Henry Suzzallo, "must be preceded by an educational opportunity properly seized by the youth, else his 'show' in the world becomes a mere technical privilege, like that useless 'right' of the average man to run in a race with trained sprinters."[1] It is small comfort to a man to have been "born equal" if, when he is entered in the race, he has already lost all chance of winning a place.

How well are we providing equality of educational opportunity? Most people think we are meeting this obligation much better than the facts seem to warrant. These facts are significant.[2]

In 1926 the wealthiest of the forty-eight states was eight times as able to support its schools as the poorest state. The difference is greater today than it was then.

The value of public school property per child enrolled is $407 in one state; in another $72.

The richest school district in one state is 276 times as able to support its schools as the poorest district in the same state.

The average length of term in urban schools is 183 days; in all rural schools, 156 days. The rural child loses the equivalent of more than one school year during his progress through the elementary grades.

"The average value of rural school property is $148 per pupil, and that of urban school property is $336 per pupil.

"Only 26 per cent. of rural children between ages 15-18 are enrolled in public high schools, as compared to 72 per cent. of urban children of the same age group."

. . . . .

"Only five per cent. of all rural children enter college as against thirteen per cent. of urban children."

The average value of rural school property is $148 per pupil, and that of urban school property is $336 per pupil.

Only 26 per cent. of rural children between ages 15-18 are enrolled in public high schools, as compared to 72 per cent. of urban children of the same age group.

The average salary of teachers in one-room rural schools is $906 a year; the salary of elementary teachers in towns with population of 2,500 to 5,000 is $1,162.

Only five per cent. of all rural children enter college as against thirteen per cent. of urban children.

During these trying times the inequalities of educational opportunity are growing more pronounced every day. Some sections of our country are more fortunate than others and are maintaining their usual standards. As a general rule, rural schools are suffering much more than city schools.

I am not trying to make a case against the amount of money spent for education. The people of this country are to be congratulated upon their heroic effort to keep the schools running and to see that their children do not have to pay for the depression. I am trying, however, to make a case against certain factors in our educational set-up which cause the gross inequalities I have just pointed out.

I shall enumerate a number of things which we should do to bring about greater equality of educational opportunity and at the same time increase the efficiency of our schools. These recommendations do not involve any increase in expenditures. They will on the other hand, in many cases, actually bring about a saving.

First, we should have larger units for administration. Taking Iowa as an example, we find 4,870 independent school units with about 30,000 school board members. By increasing the powers of the county boards of education, these boards could bring about more equality in the quality of work offered, and administer the schools more efficiently and economically. The county unit plan of organization has proved successful in many states.

Some of the powers which might well be delegated to the county board of education are: (1) Purchase of certain equipment and supplies; (2) laying out of districts; (3) making courses of study; (4) selecting textbooks; (5) employing the county superintendent of schools; (6) and possibly selecting teachers and determining salaries.

Second, a much larger part of the cost of running the local schools in many states should come from the county, state, and federal funds. In Iowa, for ex-

1 Suzzallo, Henry — "Our Faith in Education."

2 American Education Week Handbook, 1932, U. S. Office of Education, Washington, D. C.

ample, about 95 per cent. of the cost of running the local public schools comes from the local district. A number of other states burden the local district very heavily.

It would be well if the state should bear about 25 per cent. and the nation a like amount. This would relieve many poor districts of a heavy tax burden, and would bring to many underprivileged children a better chance in the race of life.

Third, we should replace the general property tax as the chief source of school revenue with special taxes. The general property tax as a chief source of revenue has been condemned by every tax commission of repute for years, and it has been abandoned by most civilized nations.

The schools in many states still depend upon the general property tax almost entirely while many less worthy public undertakings are maintained by indirect taxes. This accounts for the fact that some would make the schools the Jonah of the storm and throw them overboard. The schools may yet serve as the Moses to lead us into a better day. Does any other agency offer more hope?

Fourth, when state and federal funds are made available, they should be distributed in such a way as to equalize opportunity rather than to reward effort alone. The districts which are unable to make a big effort are the ones which need help the most. It is not a child's fault if he happens to be born in a poor district. His surroundings and resources will likely prove a big enough handicap to keep him down without adding to these handicaps a poor school.

Good Things Heard and Seen

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

"CELEBRATE Successes" seemed to be the slogan of the loved, late, long-to-be-remembered Dr. Winship. In an attempt to emulate him to a small degree, I miss no opportunity to visit schools, and to tell about the good things I have seen and heard. Accordingly, I am offering some observations I recall during recent wanderings.

Thanks to gracious Superintendent A. S. Chenowith of Atlantic City I was taken to Henry Miller, the capable principal in the two-million-dollar, not-entirely-paid-for high school. I enjoyed the droll humor of Henry as he led me into several classrooms.

"Show me rooms where teachers and pupils enjoy fine personal relationships," I requested.

"That's our specialty," he replied. The samples seemed to verify his statements. But always one must ask: "How many are like these?" Finally he took me to a class in physical education, of about a hundred girls. It was football season. On the gymnasium floor the instructor demonstrated with the varsity football team untogged, the basic plays, so that the girls might observe games more intelligently. He said the program incidentally stimulated attendance by the students at the games. Back of this instruction, however, was the purpose to get over to the students some high points on "fan ethics."

"Put your feet up on the seat before you," Principal Miller said. I did, and discovered why in this gymnasium there need to be no rules against feet-propping practice. The nature of the seats makes doing-so uncomfortable.

I later came across Miss E. M. Davie, supervisor of intermediate grades. *Mirabile dictu!* She had been my critic supervisor (not so many years ago!) when I was a student in normal school. A green country lad then, I was "scared to death," for I really thought her "fierce." Not so now; for in Atlantic City I comfortably followed her from room to room, and she was warmly

"Welcome whereso'er she went.
A calm and gracious element."

In all my wanderings I think that I have never seen a finer relationship between supervisor and teacher, consequently between teacher and pupil. I shall never forget the homey atmosphere I sensed in the many classrooms I visited with Miss Davie. It seemed to me that mental hygiene in those classes was about as good as any one might wish.

If teachers and children and parents were blessed in every city with such supervisory leadership it would be well-nigh impossible, even for economy, to abolish supervision.

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I lately spent a day in Tremont Elementary School, Cleveland, where Principal Selda Cook took me to see and hear. I also visited a grade school in Des Moines, Iowa. In both places the presence of the principal seemed to stimulate the teacher and pupils in the several rooms I visited, toward a kind of happy family relationship.

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A few days later I had a similar experience in Parsons,

Kansas. Superintendent Reese Hughes was then my host. I saw no gesture or look of fear by teacher or children. Instead, everyone, including the visitor, seemed to feel entirely at ease. The pupils were absorbed in what they were doing and expressing, and the teacher with them. There prevailed an atmosphere of mutual trust and security.

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In the best modern classrooms there seems to be a growing consideration and regard by teacher, principal and supervisor, for the personality of the pupil. No doubt the change from the old question-answer recitation to the more co-operative and diversified activities, to more creative work and small group enterprises in the classroom has helped contribute to this wholesome attitude. Of course, in teacher training and supervision, there has been a growing emphasis on the child as an individual different from all others, as a personality with joys and sorrows, hopes and fears—with feelings worthy of respect. (We wish the growth were faster.) No doubt the "world crisis" is going to make all of us adults who deal with children more sympathetic and considerate of them, more interested in the human touches and the heart side of their lives.

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The best thing I saw in Parsons was not in the classroom. It was on the playground. There during a recess I saw each teacher with her class not just pretending to play, but wholeheartedly at it. I vividly recall one young woman pitching the ball while all her boys and girls were joyously and excitedly participating in the game.

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One day my youngest lad of ten came home from school and told with great enthusiasm of the baseball game his "room" that day had played with another "room." "And their teacher and ours know the game. They teach us real baseball," he added.

In his school, Oxford Elementary School, Cleveland Heights, Ohio, I was privileged, a few months ago, to be one of the many parents to observe creation right in progress. Nine boys and girls from grades two to six stood with their backs to us on the platform, each painting what he chose on a large sheet of paper against an easel. Meanwhile we watched their growing work and listened to the art supervisor, facing us, skillfully tell us what it was all about. During twenty minutes every child finished at least one interesting creation. Some did several, tearing off sheet after sheet.

On the walls and tables were exhibited all sorts of things grade children had created — bridges, ancient temples, maps of the school district. The map 9 by 12 feet was the work of second graders.

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Superintendent J. W. Studebaker lately told me in Des Moines of the remarkable project in adult education which he has engineered. The daily papers there are full of it; the whole city is stirred up. Popular forums on social and economic problems are conducted at night in the public school buildings, several running simultaneously, with over-flowing crowds.

Thanks to a generous grant from one of the foundations, and to Studebaker's genius in knowing how to get it, these forums have such leaders as the now Secretary of Agriculture Wallace, and selected sociological and economic experts from Chicago University, who can speak the language of the common people, and satisfy their questions on the spot.

This same superintendent got another grant a dozen years ago for a pioneer program in parent education directed by the supervisor of kindergartens, Miss Park.

Eyes have hardly seen an equal of the opportunity school building which Des Moines has. It was the gift of a generous citizen whose heart and head were reached by Superintendent Studebaker. Nor have ears heard finer samples of understanding sympathy with handicapped children than I heard in that school building. To see the best teachers of today working with such children and to witness their marvelous achievement at helping these children realize their capabilities, and feel as nearly as possible like other children, is to get an inspiration and a quickened faith in education.

Most refreshing was it to hear Superintendent Studebaker say: "We have not yet abolished a single service in our schools." A few days earlier I had heard Superintendent Merle Prunty say the same about his schools of Tulsa; and Superintendent Hughes, of Parsons.

As you know, Oklahoma pioneered in parent education under the public schools. Such cities as Tulsa, Ardmore, and Oklahoma City have for years had a supervisor of parent education functioning under the superintendent of schools. Superintendent Prunty certainly believes in parent education and the Parent Teacher Association. In one of the local churches this big-hearted man, father of six children, meets each Sunday two hundred young fathers and mothers to discuss with them home and family problems in the light of modern social and economic changes and conditions.

Tulsa is parent-education-minded. The high school, principaled by keen, tall, handsome Mr. Foster, has a department of home economics, conducted by one Miss Firth, which for years has offered a course in home-making and family relationships required of every boy and girl graduating from the school. Many of the fathers and mothers now in the parent education courses had their first training for intelligent parenthood in the high school.

Abbie Brown

A Story

By IRL H. DULEBOHN

County Superintendent, Ramsay, Michigan

"—— and here," said the secretary proudly, "is a teacher who has made a remarkable record. Twenty-five years she has been with us—spanked me many a time, and most of the other board members and their wives, too. Taught school thirty years, thirty-five maybe, and still up-to-date and going strong."

"Yes," I thought, "I have heard of that kind. Technique obsolete, subject matter emphasized wrongly—getting by on her strict discipline and the traditions that have grown up around her. It will be my unpleasant task to get rid of her if I am elected to the superintendency. That kind never co-operates with a new superintendent — particularly a young one fresh from the university."

Her appearance, as we entered the room, seemed to confirm this judgment. She was a typical frontier woman, tall and bony, with large hips, flat bosom, and prominent abdomen. Her hair was drawn tightly back and screwed into a knot on the top of her head. Her dark eyes were set deep and close together and seemed to be peering into the future as if to ferret out its secrets. Her voice was coarse and masculine—one could easily see that her word was law in her little domain, and that her frequent frowns struck terror to the hearts of evil doers. I left the room with the conviction that she would be a stumbling block in the path of my success, a monkey wrench in the wheels of progress—but I was wrong.

When I assumed my duties as superintendent of the school system I found out just how wrong my premature judgment had been. Her methods were a surprisingly effective combination of the old and the new. She had apparently retained all the good of the former and adopted unhesitatingly the best of the latter. At any rate she got results. Her pupils always compared favorably with those of the other sixth grade teachers in the system, no matter what measures were applied. And she did co-operate. Sometimes when I as a new and untried superintendent proposed some radical innovation she told me respectfully, but frankly, that she thought I was wrong. This used to anger me at first, but soon I came to welcome her corrections and suggestions, for I discovered that she was right in a large percentage of cases. Her manner was always courteous, respectful and dignified. In time I came to set great store by her judgment, as indeed did every one, parents and teachers alike. In short, I learned that she had held her job and continued to hold it through sheer merit alone. She was respected and valued and loved by three generations that she had served.

But the time I had dreaded in the beginning came at last, and all too soon. The deep set eyes, that had always seemed to be gazing into the future at events invisible to the rest of us, failed at last because of cataracts. She lost the sight of one eye entirely, and the other was seriously affected. Her hearing also became poorer and poorer, until she was no longer able to detect noises in the more distant parts of the room. Children took advantage of these failings and made life miserable for the poor old lady, not through any malicious unkindness, but through sheer thoughtlessness and mischief. A conference was held with the board of education, and it was decided that I should break the news as gently as possible, that we could no longer use her as a teacher or for that matter in any capacity.

I entered the room just before dismissal time, interrupting an incipient fight or two that had started just as Abbie's back was turned, and waited a few minutes for the last stragglers to leave.

"They make it pretty miserable for you, don't they?" I said, by way of introduction.

"Yes," she replied. "They don't mean any harm, but they know I can't see or hear as well as I used to, and they seem to take delight in pestering me. I suppose I'm getting past my usefulness. I had intended quitting this spring, but times are so hard I was hoping maybe I could hold out another year. I guess though it is best that I stop. The children's interests are the ones to be considered, not mine. Is that what you came to see me about?"

There it was. The dear old soul had known all along what I was going to say, and how I dreaded the task, and she had saved me all the pain and embarrassment of the ordeal. We talked a long time. She cried a little, and I am not ashamed of the fact that I was very close to tears myself. Then we parted as the best of friends and have continued as such.

The board of education tendered her a substantial gift and a testimonial banquet, inviting all her former pupils who lived near by to attend. It was Abbie Brown's big day. The tributes that were paid her and the incidents that were related swept the audience from laughter to tears and back again many times. The homely, faltering statements of laborers mingled with the more polished sentences of college and

university graduates in a paean of love and praise and gratitude.

Abbie took it all as she had taken life itself, just as it came. She laughed when the rest laughed and cried when they cried. Her reply was calm and dignified, and yet filled with deep feeling. She disclaimed any pretense at greatness, and held that she had only done her duty as she had seen it from day to day.

That was two years ago. When school was out she left for extended visits to relatives in New York, in Missouri, and in Seattle, —said she might go to Alaska while she was in the West—that she had always had a hankering to see that place. I went to see her some time after she returned, and found her in her little garden with her hollyhocks, and her vegetables—and her memories.

Visual Aids at Little Cost

By GEORGE W. WRIGHT
Principal, Far Hills, New Jersey

A NEW principal stepped into the room of one of his teachers and observed a lesson concerning rainfall and evaporation being taught by the word method. In discussing the work afterward the principal suggested that visual aids would materially assist in this study.

"But," said the teacher, "you do not know our Board of Education. They won't provide us with visual educational materials."

By way of replying the principal asked if he might teach the class the next day. The teacher readily consented. Under the principal's direction the pupils sponged the boards in spots. One spot was allowed to dry in the sun; another in the shade; a boy fanned a third with a book; a girl held a lighted candle by the fourth. The children actually observed in miniature form, certain important principles concerning evaporation. A pitcher of cold water brought into the warm room furnished further conclusions. These children were actively participating, intensely interested, and unconsciously learning. The visual education equipment necessary—a few school utensils. The principal, however, knew one important factor. He knew how to make use of the material at hand.

Realizing that the financial condition of many districts makes the purchase of mechanical equipment a remote possibility I propose to discuss the topic, "The Use of Visual Aids in the Elementary School" from two points of view, first, the possibilities of the rural school which does not have mechanical equipment available; and second, the possibilities of the city school which usually has.

The greatest opportunity the rural teacher has for visual emphasis is that of the field journey or the school trip. What immense possibilities are available! Here one sees Nature in her environment. Here is a splendid opportunity to find the real character of a boy or girl apart from the classroom. Here is a definite blending of school and outside life.

Come along with me in your mind's eye and we'll visit one of these rural schools. We may find the boys and girls and their teacher along the river bank studying the streams and the soils. We may find them out in the woods studying the various types of trees and learning to distinguish one from the other. Perhaps they are studying the birds in their own "happy habitats," recognizing them, imitating their peculiar whistling cries or calls. They may be busy at work on the project of laying out a nature trail through the woods. They are collecting their specimens, planting them, identifying them by small stakes upon which are tacked cards with catchy descriptions of the plant or flower. This purposeful procedure brings the child into closer contact with the country side of life. This in itself is not sufficient; hence the rural teacher enlists the aid of the Parent Teacher Association, the local grange or community club, and their assistance together with the proceeds of a play the boys and girls have staged during the year makes it possible for the children to spend a day in a nearby city visiting the art museum, the historical buildings, or an industrial plant, and become familiar with city situations.

The teacher in the city school classroom is not near to Nature. She has, however, excellent opportunity for close contact with the commercial and industrial plants, the art museums and the botanical and zoological gardens. She should provide many opportunities for the boys and girls under her care to have visual visits to these places. Realizing that these visual experiences are limited in scope, and desiring to acquaint her pupils with rural as well as suburban life, the teacher in the school enlists, through the principal or superintendent, the aid of the co-operative Board of Education or progressive Parent Teacher Association, to provide a sufficient sum to enable her students to have the experience of taking a field journey to the country. Some delightful day in the spring they'll journey via bus to a farm. They'll see vegetables being planted and crops growing. They'll wander along the banks of the winding stream, study birds, and collect rock, flower, leaf and soil samples to take back to their school museum, where

they will become a definite part of the school program. Such purposeful procedure will give them a tiny taste of rural life and setting.

With the aims and objectives of school journeys and field trips definitely defined; with maximum pupil participation; the ensuing class reports, questions, discussions and co-ordinating work conducted in the classroom need only direction into the proper channels.

School journeys and field trips will improve the instruction. It will increase initiative, develop the powers of observation, foster a keener interest in the out-of-doors, and awaken an appreciation in agricultural pursuits, industries and occupations. It will help children form wholesome habits and stimulate them to spend their leisure time in a more pleasurable and profitable way.

True it is not possible to visit the many desirable places one learns of in his studies, therefore pictures play an important part in any grade or group. Today the reader, the geography and history, the arithmetic, depend upon the picture, the diagram, graph or cartoon to give the clear concept. The teacher in each type of school should give serious consideration to the visual value of any textbook before recommending it for adoption. Realizing the many possibilities of visual aids in these sources the teacher must be certain that the children learn to use these materials effectively. This in itself is not sufficient. Children need more picture experiences than those supplied by the textbook alone. If the teacher will utilize such sources as geographical and illustrated magazines, pictorial sections in the daily and Sunday newspapers, and cuts and cartoons, she will greatly promote her educational program. The teacher should train her children to be ever alert to these agents of assistance. Another worthwhile step in the same direction is the institution of postal card collections and photographic album groups. The active participation of the class in collecting, cutting, classifying and mounting pictures is excellent training.

Right here a word or two concerning blackboards will not be amiss. The old thought that blackboards are only to write on has, I hope, long been discarded. Blackboard graphs, charts, maps and illustrated drawings will vivify the child's comprehension if the teacher will but employ this means of effective instruction.

Sandtables are pictures in another form. Classrooms not possessing a made-to-order sandtable are fortunate, for here comes into play the creative impulse of constructing one of old packing boxes or whatever material is available. The city school will have purchased clay flour for moulding and modeling. The rural school boys and girls can easily dig their materials from the clay banks. Both schools may utilize soap, paper pulp, crepe paper, and salt and flour.

Plays and pageantry form another effective agency in visual instruction. The dramatized portrayal of historical happenings, and geographical customs and modes of living, more clearly fix these impressions upon the child's mind. The staging of the play in the rural school to secure sufficient funds to enable the children to spend a day in the city will be a definite correlation of this form of visual aid.

If the teachers and pupils of both types of schools will earnestly set about to build an exchange club with schools in other states and parts of the world they will participate in an interesting experience never to be forgotten. New materials for their museum collections, their picture groups, and exhibits, will come through the mails. Now geography becomes a joy; English composition a pleasure; spelling a desire. What better motivation would one wish?

Teachers in rural and city elementary systems have these opportunities without the added advantages of mechanical aids. Making effective use of the available materials they should also plan toward securing mechanical equipment as quickly as circumstances permit, selecting that type of equipment which best serves their needs.

I shall assume that teachers in city schools have access to one or more of the five mechanical factors in a visual educational program; the stereograph, the stereopticon, the still film, the film slide, and the motion picture machine. Each in its own way makes a valuable contribution to the various subjects in the school curriculum.

The stereograph, which supplies the third dimension, gives the accurate impression of reality. It is easily adapted to individual instruction, and is quickly correlated with subject matter sought. A few well-organized stereographs available in the classroom for reference will enrich the child's background. Eliminating the factor of motion in the comprehension of a picture, the stereograph brings to the child the closest approach to actual experience.

When group attention is desired the stereopticon slide, the still film or the film slide may be effectively employed. The flashed picture insures a concentration of attention. Class discussion brings a variety of viewpoints and interesting interpretations concerning the subject. The many uses which the same slide may serve, and the descriptive explanations on the still film are added incentives for their use in the elementary classroom. To those teachers particularly interested in children's creative work, the medium of cellophane and glass combination in the stereopticon slide, and the construction kit in the still film, with colored ceramic pencils and ink, offer excellent opportunities for individual interpretation and expres-

(Continued on Page 214)

They Say

WILLIAM D. BOUTWELL, Office of Education:—

"If we estimate the cost of elementary education at $81 per year, high school education at $135 per year, and college training at $500 per year, the typical factory employing 300 persons is using $305,000 worth of trained brains every day. This amount is capital just as surely as the machines the employer buys are capital. If this employer is paying less than $18,336 per year in taxes to the city, he is getting off easy, and he has no reason to complain about the cost of education in his community. The community is giving him a very precious and costly gift."

• • •

WILLIAM J. BOGAN, superintendent, Chicago:—

"Leaders of thought in all lines of industry and commerce, especially those who lack a knowledge of the public schools, should know that the school system is society's most important agency for its own perpetuation. Naive captains of industry who listen with extended ears to self-seeking snipers in educational circles should be corralled and forced to listen to the truth. Many are sincere, but nearly all are abysmally ignorant of school conditions."

• • •

JAMES A. MOYER, director, Division of University Extension, Boston, Massachusetts:—

"In this machine age the one-job man is insecure. Statistics show that more than twenty per cent. of those now gainfully employed are in occupations that were new twenty years ago. Still greater changes are ahead. Specialized education and retraining of adults, that they may keep abreast of these rapidly changing conditions is vital. . . . Success in the future will go to the person who realizes that a diploma does not represent final attainment but rather a preparation for further study pertaining, first, to occupations, and, secondly, to cultural backgrounds to enrich both personal and community life."

• • •

A. J. HUGGETT, Superintendent, Lake Orion, Michigan:—

"In the comparatively shorter working hours, the respectability of the work, the pleasantness of the surroundings, the luxury of a long summer vacation, the joy of watching the lives of individuals unfold, the pleasure of being in a surrounding which stimulates and causes one to expand, and in the knowledge that one is really doing something for humanity—these are the rewards which the teacher must look to rather than the one of pay."

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For Want of a "Frill"

By RAYMOND W. BLAISDELL

Principal, Walter S. Parker Junior High School, Reading, Massachusetts

JOHN DOE'S pay envelope was attached. His wife had made commitments which he could not meet. John had a good job with a business corporation. He was a good worker, honest, and conscientious. His wife meant well, but had never acquired habits of thrift. She knew little about economical household management, and still less about budgets and the intelligent use of the ordinary business services within the community.

The manager of John's department in the corporation went to him about the pay attachment. He found John beaten and discouraged.

The last scene in this tragic but authentic episode finds John in the divorce court, and the real, fundamental reasons for the family failure do not go on the court records. The real facts are that John was in love with his wife and would have been happy in his home, if he could have saved a mere $100 a year.

Undoubtedly this unhappy story could be multiplied by similar stories known to you. The sex and crime records are not always but often the release expression of men and women who are beaten by forces that have gotten beyond their control. How many of those forces are started by the inability to save one hundred dollars per year?

Has this story any connection with public schools and the cry we hear now-a-days to "get back to fundamentals" in education? It has. The fundamentals that would have helped to save John Doe's family were a knowledge of elementary business principles focused upon the relations of the family budget to thrift and to income, and to economical household management.

I have before me a "New Junior Business Training" textbook, recommended for the commercial department in the junior high school. I have turned to Chapter 3 devoted to the subject of budgeting, and I read the following topics which are developed through explanation and suitable exercises: What is a budget? Basis of a budget; personal and family budgets; the budget and thrift; monthly budgets suggested for families of various sizes and incomes; making a budget; budget items; budgeting time.

In our efforts to get back to fundamentals in education, let us "think" straight. Our social and economic structure has changed greatly. To quite an extent, the fundamentals that should be taught in our public schools have changed to keep pace—or perhaps it would be more correct to say that they should have changed. Reading, writing, spelling, penmanship, and arithmetic are still fundamentals. To them, however, must be added such fundamentals as our changed social and economic status requires and which are not adequately provided for by other community agencies outside the public school.

Is it not fundamental to teach boys and girls to think, and to base conclusions and generalizations upon fact and not inference? How else can voters learn to evaluate the ever increasing barrage of words that come from the magazines, press, and radio? Some will say that we have always tried to teach pupils how to think especially in the study of such subjects as Latin and algebra. This is true to some extent, but the effort has not been applied sufficiently to the actual problems of present-day living. Recently in our ninth grade Social Science class, pupils were asked to give examples of conclusions based upon inference, and also those founded upon a solid base of facts. This exercise, of course, was preceded by suitable teaching. Our Junior High School Social Science course deals in part with the story of the industrial revolution and the tremendous changes both economic and social that it has brought about.

In as much as girls will sooner or later be connected with the management of a home, I consider it fundamental that the public school give them some practical training for their jobs. This means more than sewing and cooking, which admittedly might be taught in the home, although I doubt if they are taught there. It means training relative to food values, balanced diet, fabrics, hygiene and sanitation as applied to clothing, home furnishing and home care. Training for better home membership which is an accepted cardinal principle of secondary education is more than a name. Its effective teaching in the school has a close relationship to divorce courts and social disorders connected with the home.

Even in the distresses of a world-wide depression, when economy necessarily becomes the watchword, our schools must come *first*. The demand for better schools came from the rank and the file of the people, and they are an indispensable agency in a democratic state.

I do not believe that we can dispense with such courses as general shop, household arts, or business training in our schools. Our job is to tie them up even more closely with the conditions and needs of present-day living. They must be included in the "fundamentals."

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BOOK TABLE

"I would rather be a poor man in a garret with plenty of books than a king who did not love reading."—*Macaulay*

OUR WORLD AND OURSELVES: Book I, OUR NEIGHBORS NEAR AND FAR; Book II, OUR HOME STATE AND CONTINENT; Book III, OUR CONTINENTAL NEIGHBORS; Book IV, HOW THE WORLD LIVES AND WORKS, is in preparation. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Some books make us envious of today's children. Among the volumes of this sort are those which have so far appeared in the series, "Our World and Ourselves." Books One, Two and Three are now available. Book Four is in preparation. The set, when completed, will supply the basis for a fascinatingly instructive course in geography.

Glance, for example, at Book One, "Our Neighbors Near and Far." The old approach to geography was through whatever could be found that was most remote and abstruse. None of that to damp the eagerness of the beginner now! It is "ours," this world, and it is peopled with our own neighbors, who actually seem to live and think and do things.

We start with a journey from New York to San Francisco by automobile —returning by airplane. What things we observe! We get the effect of motion, and the corresponding vividness of impression.

After viewing our own country from coast to coast in this fashion, we are introduced in turn to varied portions of the globe. We become acquainted with native children in each region, and we see with our own eyes as well as theirs — for there are large-scale illustrations on every page to show us clearly the scenes we visit.

When we finish Book One we have sampled the wonders of the world. We have learned a great deal about people and lands, and the influences of lands and waters and climates on people. We are ready for more.

Book Two treats of "Our Home State and Continent," offering more specialized information about the United States and the other countries of North America.

Book Three, "Our Continental Neighbors," covers South America, Europe, Asia, Africa and the major island groups, with emphasis distributed according to the importance of each part of the world to ourselves.

Maps, pictures and teaching material are excellent and abundant.

These geographies are done in the modern manner, aimed at the lively interests of growing boys and girls. Pupils will come away with well-organized understanding of their world and a desire to learn more and more about its regions and races. One of the most useful studies has thus been made to glow with the interest which rightfully belongs to it.

CURRENT ENGLISH USAGE. By Sterling A. Leonard, University of Wisconsin. Paper. 232 pages. English monographs, No. 1, published for National Council of Teachers of English. 211 West 68th Street, Chicago: The Inland Press.

What might appear upon hasty inspection to be a pedantic and meticulous piece of erudition, turns out to be a plea for emancipation from superfluous rules of English punctuation and usage.

Sterling A. Leonard, of the University of Wisconsin, is entitled to chief credit for the project which led to the writing of this volume. Mr. Leonard died before the work was completed, and his associates have brought it to a conclusion.

The plan of the authors was to submit many disputed questions of punctuation and grammar to two large committees of judges — persons having some active connection with writing, editing or teaching the English language. The record of their votes indicates a decided swing toward liberalism.

The moral of the book is — that teachers and textbooks should greatly reduce the number of "don'ts" in their codes of instruction in English.

Are you still pouncing upon "It is *me*," "None *were* there," "Try *and* do it," and "Go *slow*"?

Then maybe your ideas of language are static. They need the dynamic current of this "English Monograph Number One" to start them moving with the flow of actual custom and up-to-date opinion.

English that changes with the times is vastly more acceptable to the pupils than rules that were frozen a century ago, and have never been thawed out.

English teaching for the next decade at least is likely to be influenced by the definite data and liberal spirit of this volume.

THE ESSENTIALS OF SPANISH GRAMMAR. By Ralph E. House and Erwin K. Mapes, of State University of Iowa. Cloth. 296 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The authors of this introductory book in the study of Spanish undertook to discover what really are "essentials" in the grammar of that language. So they set about checking the principles and forms of most frequent occurrence with a view to discovering those that are of genuine importance to the beginner.

Prior to publication, the book was tested by a score of teachers and a thousand students in high school and college classes, with reported gains, such as economy of time and increased enjoyment on the part of students and teachers alike.

Although the book is much less bulky than the average grammar of a foreign tongue, it contains, in addition to the elementary treatment, a somewhat longer and more comprehensive grammar for use in intermediate classes.

Two books are here found between one set of covers. The work excels in simplicity, clarity, and conciseness.

THE HANDICAPPED CHILD. Report of the Committee on Physically and Mentally Handicapped. By William J. Ellis, chairman, White House Conference on Child Health and Protection. Cloth. 452 pages. New York: The Century Company.

Two considerations underlie any program for the handicapped child: First is justice to the child; second is protection of society against the costs of caring for the handicapped individual after he grows up. By proper forethought, society can save itself much trouble and expense, besides adding to the sum total of happiness among its members.

The volume in hand is one of several reports resulting from the White House Conference on Child Health and Protection. In its pages are presented in well-ordered, informative fashion, the principal known facts about the needs of the children who are so subnormal in some respect as to require exceptional attention. The book is a compendium of great value, covering many phases of this subject, and suggesting constructive solutions.

Directors and teachers of special

classes for the handicapped will eagerly welcome this report, and its main outlines should become familiar to educators generally.

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THIRD-YEAR LATIN. With Introduction, Notes, Vocabulary and Grammatical Appendix. By Harry E. Wedeck, Instructor in Latin, Seward Park High School, New York City. Cloth. 410 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Monopolies are not new. Consider how long Cicero's oratory monopolized the third year of Latin study in American high schools!

That monopoly is breaking down. Books like Wedeck's "Third-Year Latin" are helping the good work along.

The reading material comprises four of Cicero's well-known outbursts (Cataline 1 and 3, Manilian Bill and Archias); further selections from Cicero's writings; prose from various other authors; a collection of epigrams and inscriptions, and a liberal serving of Ovid.

The volume is remarkably replete, yet avoids too great bulk. All needful tools for what should be a most interesting year of Latin study are provided. Vocabularies, notes at foot of page, ten pages of prose exercises, grammatical appendix, maps, illustrations, information about authors—nothing has been overlooked or slighted.

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—

Books Received

"Comprehensive Examinations." Given in Four General Introductory Courses. Chicago, Ill.: University of Chicago.

"Radio, the Assistant Teacher." By B. H. Darrow. Columbus, Ohio: R. G. Adams Company.

"Old Friends and New." By Mary E. Pennell.—"Solid Geometry." By Herbert E. Hawkes, William A. Luby and Frank C. Touton. Ginn and Company.

"The Real Mother Goose." Junior Edition.—"Adventures of Perrine." By Hector Mallot. Rand, McNally & Company.

"The Road Ahead." By Harry W. Laidler. Thomas Y. Crowell.

"A Practical Teacher of Public Speaking." By H. M. Doxsee. Bruce Publishing Company.

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The Macmillan Co., New York

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THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

The Education Moratorium

ONE of the largest items in the annual budgets for any community is made up of necessary expenditures for the development and maintenance of a system of public school education. Other items of considerable importance in local government pertain to the protection of life and property. The public schools have received a somewhat larger share of attention in the reduction of public expenditures than the situation warrants. It seems to have made no difference in some communities that the increase in cost of public schools has been much less than the corresponding increase in cost of protection of life and property.

The schools have not been in politics, and should be kept out of politics. Because of this condition they are more subject to attack.

Without good public schools, the masses of the people will suffer as much intellectually and spiritually as the masses of people suffer economically and financially when a moratorium of banking interests is declared.

A moratorium on education means more than a suspension of activities; it means more than the rejection of a moneyed responsibility; it means more than the lack of some highway construction where other parallel highways are already available; it means more than the failure to construct costly battleships; it means more than a delay in the consolidation of railroads. It has to do with spiritual facts. A child who is not trained under suitable conditions, who is not educated under the guidance of an adequate and efficient teaching staff is likely to have his attitude towards the public warped seriously by the conditions in which he is forced to grow up. In one community where it was proposed to close the playgrounds and various social centres as a matter of public economy, an appeal was made to the community by one of the judges of the criminal courts requesting that playgrounds be kept open and social centres be maintained because of their influence for good citizenship. One of the judges said that any money saved in the closing of these activities would be more than lost in the additional costs for the prosecution and jail sentences of the criminals that would result from the lack of opportunities which the closed playground and the cessation of the social centres would entail.

The difficulty with the maintenance of a moratorium for education, whether public or private, is that a child is a child only once.

Question—What is the best way of helping education during the next twelve months?

Answer—

(a) Inform the public thoroughly as to the needs, objectives, and activities of the schools.

(b) Practice all possible economy in the maintenance of the schools affecting as little as possible, of course, the efficiency of the schools.

(c) Secure the co-operation of all local organizations such as the men's clubs, the women's clubs, service clubs, Rotary, Kiwanis, and Lyons clubs, parent-teacher organizations and special groups of business men organized for that purpose. A problem of the support of public institutions often is not so much a question of oratorical persuasion as it is a problem of factual persuasion. Facts speak for themselves. A general knowledge of facts understood by the people at large combined with an enthusiastic support of the school program by the teaching staff will accomplish more than anything else in securing adequate financial support locally.

Question—How can the teaching morale best be maintained during the period of such moratoria as may exist?

Answer—First of all, an appeal should be made to the teaching staff in every school system to the effect that the economic crisis is a real challenge to the true teacher. The termination of the moratorium for the education in any community will depend largely upon the enthusiastic work of the teacher, supervisor, and administrator for the best service possible in the promotion and the maintenance of the local programs of education.

The News Digest
OF EDUCATION

Child's Ability Is Linked With Family Income

NEW HAVEN, Conn. — The average mental ability of metropolitan neighborhoods, as indicated by school surveys, has been found to correlate positively with average family income and with homes having telephones and radios, according to a paper read at a meeting of the New York branch of the American Psychological Association at Yale by J. B. Maller, of the Institute of School Experimentation, Teachers' College, Columbia University.

Mr. Maller's report, based on a series of tests given to the fifth grade pupils in all public schools of New York City, said that the average ability was found to correlate negatively with birth rate, death rate, infant mortality, and incidence of disease, juvenile delinquency and dependency.

On the subject of "Juvenile Delinquency as Related to Immigration," Dr. Clairette P. Armstrong of the Children's Court of New York City, discussed an investigation of the parental stock of the juvenile delinquents averaging thirteen years, nine months, arraigned in the New York Court.

She said that 65 per cent. of the children arraigned are American-born of foreign-born parents, about 19 per cent. are native-born native parentage, and only 4 per cent. foreign-born themselves.

Glasgow Students Reject War Service

GLASGOW. — Glasgow University students have followed those of the Oxford Union and Manchester University in voting not to bear arms for King or country. Male students of Gasgow University recently defeated a motion that they would be prepared to fight for the King by a vote of 634 to 568. The assembly was swollen to about 2,000 members by girl students, who were not allowed to vote. When the Oxford Union went on record against bearing arms, a considerable fuss was stirred up. Unperturbed commentators, however, point out that similar motions have been passed for decades, but that as soon as the first bugle sounded and the need was urgent the students were among the first to "rally round."

NEW HOPE FOR CHICAGO TEACHERS

Settlement of $26,000,000 Possible Through R. F. C. —Pupils' Sympathy Strike Only "Spring Fever"

CHICAGO, Ill. — The long-unpaid teachers of Chicago have had some reason to hope for a settlement of the $26,000,000 or more now owed them, and some encouragement from their pupils in the form of a sympathy strike. M. S. Scymczak, Chicago's comptroller, and Robert Carr, a member of the School Board, returned from Washington, where they had been attempting to arrange procurement of at least a portion of the money necessary from the Reconstruction Finance Corporation through the organization in Chicago of a trust company. This institution would purchase school board tax warrants, borrow on them from the R. F. C., and turn the money back to the school board.

On their own initiative, a delegation representing Chicago's teachers sought an interview with Secretary Ickes. They originally sought to see President Roosevelt, but he, through Senator Lewis (D. Ill.), asked them to postpone their visit to him.

Meanwhile, five schools in Chicago were affected by a walkout of pupils to the extent of 14,000. The officials who commented on the action attributed the "strike" to a premature touch of spring fever and its consequent desire in the breasts of the schoolboys to play hookey. They expected no recurrence of the demonstration. Some of the "strikers" themselves characterized their action as a protest in behalf of their long-unpaid teachers. At Crane Junior College two agitators were expelled for activities in promoting the strike there. In a few elementary schools there were minor walkouts, but indignant parents soon put a stop to this. It was the instructors who likened the protest to an attack of spring fever.

On the same day that saw the "strike" among the pupils, teachers who have attended mass meetings, paraded and pleaded before government officials, and at the same time conducted daily classes, were told by the school board that there was small hope of help from the R. F. C. The pupils' strike was only a part of the activities of a turbulent day that marked a high spot in recent Chicago school affairs.

Experiment With Public Forum to Spread Learning

DES MOINES, Iowa. — An experiment in using the public schools as forums for adults in which current political and economical problems can be freely discussed is being tried in Des Moines. This project, which is to run for five years, is administered by the local Board of Education, and is financed by a grant of $120,000 from the Carnegie Corporation through the American Association for Adult Education. If it succeeds, the hope is it may stimulate similar projects in other cities.

J. W. Studebaker, superintendent of schools, views the forums as a means of developing a more intelligent citizenship. They provide excellent machinery, he says, "for the practice of democracy through discussion, for an exchange of ideas, for the matching of minds on a basis of truth, for a reduction to the minimum of wasteful frictions of misunderstanding and intolerance, for growth and in confidence and hope."

During this spring thirty-four of the city's public schools are being used for the purpose. These have been selected with a view to making the meetings conveniently available to all residents. Since the same subjects are discussed in six or more schools, no one needs to go far to attend.

Students Leave Marks On State's New Capitol

LINCOLN, Neb.—School boys and college students are among the most carefully watched visitors at the new $12,000,000 Nebraska State Capitol building. It's because the young visitors insist in carving initials on the expensive stonework of the Capitol, and leaving other identification marks. State Land Commissioner Conklin has declared war on the carvers.

WARNS OF CRISIS

Pennsylvania Schools May Need Money Soon

PHILADELPHIA — An emergency fund of at least $30,000,000 will be required to keep all public schools in Pennsylvania open in the next two years, unless the legislature allows drastic reductions in school expenditures, Dr. James N. Rule, state superintendent of public instruction, declared before schoolmen here.

Dr. Rule said that under existing conditions it was reasonable to expect that at least 1,000 school districts in the state would need emergency aid.

"In many of the distressed districts all possible receipts from local taxes are mortgaged already to meet debts incurred to pay teachers' salaries and other school expenses," he declared. "This means that these districts will not have a cent free to keep schools open. Special state aid is their only salvation.

"Shrinkages in local revenue will mean an annual loss of from $20,000,000 to $50,000,000 in the next biennium, and if teachers' salaries and school standards are to be maintained at current levels, and if existing provisions of the school laws are to be continued these losses in local revenue must be supplanted by additional state appropriations.

"Under existing conditions, rural districts will be hard hit, especially where there are no high schools. These districts must pay tuition charges to neighboring districts which maintain high schools, and they will be unable to meet these charges. Therefore, hundreds of rural boys and girls will lose an opportunity to go to high school."

Nursery-School Rise Seen as a Good Sign

WASHINGTON. — A rapidly-increasing demand for teachers who understand parent problems and who have more knowledge of child development preceding school experience is resulting in a greater interest in nursery schools throughout the United States, according to a new Federal Office of Education bulletin. "The preschool years are being recognized as of more developmental importance than any succeeding period of life," says Dr. Mary Dabney Davis, Office of Education specialist in nursery-kindergarten primary education, author of the bulletin. More than half of the nursery schools in the country are now sponsored by or served in some way by colleges and universities for which they act as laboratories in the preparation of teachers, and for research in the field of child development. Serving parents, public health and social welfare workers, student teachers and research workers in such fields as nutrition, psychology, medicine and sociology, nursery schools are found in 121 cities of thirty-five states, the District of Columbia and Hawaii.

State Suspends Course For Nurse Instructors

ALBANY, N. Y.—The State Department of Education has announced that the special courses for school nurse-teachers at the summer session of Buffalo State Teachers College will be omitted this summer. "The courses are regarded as unnecessary this year," the announcement said, "since there is an oversupply of nurse-teachers who meet the requirements, and since there are in addition many nurses with qualifications higher than the minimum requirements of the department who desire school positions." Since 1928 six special courses for school nurses have been offered each summer at Buffalo. From 1918 to 1928 courses were given under the auspices of the State Education Department at Syracuse University, the New York State College for Teachers at Albany, and the Oswego State Normal School.

Lift Fifty Year Old Ban Against Dancing

INDIANOLA, Ia. — The fifty-year ban against dancing at Simpson College will be lifted next fall, it was disclosed by a member of the board of trustees. Student dissension reached a climax when A. B. Proudfoot, president of the board, was greeted with a shower of eggs and oranges at the conclusion of a speech in which he referred to the suspension of six students for refusal to sign pledges not to dance. The student body voted the next day to make a personal apology to the board president. J. O. Watson, Indianola attorney, presented at a board meeting the motion to allow regulated dancing. It was passed almost unanimously. The rule against dancing has been rigidly maintained ever since the founding of the Methodist Episcopal school.

Teacher Does Not Want To Be a Peer

LONDON.—G. H. Northing, a junior master of Drax Grammar School, near Selby, Yorkshire, England, has informed the Daily Mail of London that he is a most unhappy man. By the death of a cousin he apparently succeeds to the Irish earldom of Altamont. "A beastly nuisance," he characterized the prospective honor. "I am perfectly happy at the school and want no further distinction than that of junior master," he said.

HOLDOVER PUPIL IS CENTRE OF INTEREST

WASHINGTON. — Confronted by the problem of caring for an additional 700,000 pupils, who in normal times, according to the Federal Office of Education, would have left studies for jobs, school officials in many cities are seeking ways of giving these "newstayers" an education which shall be not merely good, but one that shall strike them as supplying something they really need. In normal times they would have left because, in many cases, they lack either the mental ability or the ambition, or both, to master the college preparatory subjects, or because they find in the usual vocational courses only lukewarm concessions to modernity.

The problem calls not merely for vocational work, but for an education that touches the interests of these individuals, one that will enable them to use their future leisure wisely. English, for example, in most schools becomes a study in which pupils planning industrial or business futures are drilled in the mechanics of writing as if they were to be proofreaders or professional writers when it might be an aid to good taste in current literature.

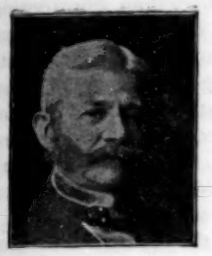
Senior high schools give scarcely any instruction in those sports through which adults combine recreation and exercise. The student body gets setting-up exercises, but no conception of an amusement for a half-holiday.

Fourth of Schools In Five States

WASHINGTON.—More than one-fourth of all the 23,930 public high schools in the country are located in five states—Texas, Ohio, Pennsylvania, Missouri and Illinois — the Federal Office of Education finds. The roll call of high schools is reported as follows: Texas, 1,400; Ohio, 1,322; Pennsylvania, 1,185; Missouri, 1,063, and Illinois, 1,065.

Russians Demand More Typewriters

MOSCOW. — So great is the demand for typewriters in the autonomous republics of the Soviet Union, where the alphabets of the local languages have been Latinized by the Russian educational authorities for the purpose of facilitating the liquidation of illiteracy, that the factory in Kaza, the only one in the country turning out the kind of writing machine required, is about to be enlarged and fitted with new equipment. During the last three years the Kazan plant has produced more than 6,000 typewriters with Latin letters, but it cannot keep up with the demand.



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Finds Schooling Costs Have Dropped

WASHINGTON.—The extent to which schools are co-operating in reducing costs of public education is disclosed in reports reaching the Federal Office of Education. Estimates based on data supplied for a special study of the 1932-1933 school year, says a government bulletin, indicate that the cost of education per child per day in school has been cut fourteen cents since the 1929-1930 academic year. This means a decrease in cost per child of twenty-two per cent. in three years. In 1930 the average cost per day of educating a child in the public elementary and high schools was 62.8 cents. For this year it is estimated the figure will be 48.7 cents or less. Of the 62.8 cents spent daily in 1930 on each child, 12.6 cents went into new buildings and equipment and other improvements. Only 50.2 cents went into current expense, that is, teachers' salaries, books, coal, repairs, and the like. Of the 48.7 cents being spent each day this year, four cents go into buildings and improvements; 44.7 cents into salaries, supplies and other current expenses. Comparison of data for other years shows that the decrease in 1933 is carrying the daily cost per child for public education to a level lower than any year since 1922. The average daily cost of educating a child in 1922 was 51.1 cents. In 1920 it was 38.9 cents per child.

Children Undernourished, College Professor Says

LOS ANGELES, Calif. — Eighty per cent. of the children in the Los Angeles school system are undernourished, says Dr. P. A. Boncquet, professor of nutrition of the University of Southern California. He bases his statement on an eight-year period of research into the symptoms of malnutrition in the behavior and appearance of children. "Too little attention is devoted to a study of nutrition," says Dr. Boncquet. "The principal cause of sub-nutrition is the lack of importance given to the meal-time period in the daily occupation of the child. The dining room offers an opportunity to teach the highest socialization."

Ban on Student Dueling Lifted by Bavarian Nazi

MUNICH, Germany.—The ban on student dueling in Bavarian universities was ordered removed recently by the Nazi commissionership for the Ministry of Justice in Bavaria. The celebrated mensuren (art of measuring) of German universities was banned by the republic under the criminal code of 1928, which also outlawed the serious duels which had been authorized in the German Imperial Army for grave cases. But although the republic imposed imprisonment even for persons challenging or accepting challenges, the mensur was kept alive in secret fighting clubs, or verbindungen. The students used blunted weapons, and beginners wore masks. The main point is the contestant's bearing during the fight.

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BACKWARD PUPILS

Detroit Tries Treatments of Thyroid Glands

DETROIT, Mich. — From records of experiments of the past three years in the Detroit public schools with the glandular treatment of retarded children it is shown that 41 per cent. of the pupils referred to a special clinic for failure in school work during that time were found to be suffering from thyroid deficiency.

Under treatment practically all have gained physically; two-thirds have made marked improvement in their studies, while 92 per cent. of those who received repeated mental tests have maintained or increased their intelligence ratings, instead of suffering the decrease normally expected in such cases.

"It seems apparent," says Dr. C. J. Marinus, who is in charge of the clinic, "that thyroid deficiency accounts for a large proportion of the mentally retarded children observed in any school system, and that the prognosis for such a child may be greatly improved by early diagnosis and adequate treatment. The methods of diagnosis and the treatment are so simple that such a program could well be incorporated in any school system having the benefit of a department devoted to the education of retarded children. The cost is relatively and absolutely low. It is urged that school authorities throughout the country take immediate steps to organize such a service in their own communities. It is hoped that we will be called upon for assistance as required."

51 College Presidents In Office 25 Years

NEW YORK.—While the turnover among college and university presidents has been extraordinarily heavy during recent years — totaling more than 250 during the last three years —a careful examination of the tenure of office of college presidents reveals that there are no fewer than fifty-one who are at present serving in their second quarter century in college presidency, according to Archie M. Palmer, associate secretary of the Association of American Colleges. In May, 1893, Dr. Joseph Henry Apple was elected president of Hood College, which was then known as "The Women's College of Frederick, Maryland." Dr. Apple is now, strictly speaking, the oldest college president in point of consecutive service at an institution of collegiate rank. He antedates by one month Dr. James Hampton Kirkland, who became chancellor of Vanderbilt University in June of that year. Dr. Ethelbert Dudley Warfield began "college presidenting" in 1888, but his service has not been at a single institution, nor has it been consecutive. Since 1888 he has filled the office at three different institutions for a total of nearly forty-four years, the last eighteen years at Wilson College.

Hastings College Clings To Reversed Week-End Rule

HASTINGS, Neb. — While college students elsewhere are enjoying a holiday on Saturday, and attending classes Monday, the rule works the other way at Hastings College. There they work on Saturday, but have Monday free. This is a custom of the early days which has been discarded in most other Nebraska colleges, but has survived in this Presbyterian institution. The rule was adopted to relieve students of the temptation to spend Sunday not in attendance upon religious duties, but in cramming for Monday classes. While students are inclined to dislike the rule at first, they come to prefer it. Several times the question of change has been submitted to popular vote, and the students have regularly voted it down.

Pupils Fix Home Budgets

NEW YORK. — During a recent week pupils in home-making classes in 400 public school buildings were showing parents how to run their households on reduced budgets by purchasing and preparing food that will maintain health and at the same time lower costs. The "economy week" program was under the direction of Miss Martha Westfall, director of home making. Mimeographed recipes and menus, distributed at the schools, tell the parents of the foods that will furnish the necessary body requirements at low cost. One school has prepared a plan of dividing the dollar into fifths — a fifth for milk, a fifth for cereals and foods made from cereals, a fifth for fish, meat and eggs, a fifth for fruit and vegetables and a fifth for fats and sugars. A list of publications on the subject of adequate diet for families with limited income was distributed, and attention was called to various publications of home economics associations, universities and the United States Department of Agriculture.

Citizens Petition For No High School Now

BOSTON.—A most unusual petition was presented to the Boston School Committee recently, when a group of citizens of West Roxbury and Roslindale asked the committee to withdraw the petition before the Legislature seeking an appropriation of $1,000,000 for a new high school in their district. Mrs. Eunice W. Alden, chairman of an unofficial committee, spoke for the delegation, her argument being that in view of the necessary economy tendencies in national, state and municipal governments, all citizens must co-operate to keep expenses down. The committee complimented the delegation, and it was voted that the land should be purchased, ready for the time when money should be available for the construction work. Dr. Charles E. Mackey introduced an order, which was unanimously passed, whereby all teachers appointed from the eligible list shall be genuine residents of Boston.

Asks Schools to Bar "Merchant of Venice"

LAWRENCE, Mass. — Blaming ignorance for recent persecutions of the Jews in Germany under the Hitler dictatorship, the Rev. Roderick MacLeod, pastor of Lawrence Street Congregational Church, declared that Shakespeare's "The Merchant of Venice" should be removed from high school required reading lists. He addressed 1,500 persons at a protest meeting held under the auspices of Lawrence Post of the Jewish War Veterans of the United States.

Defends Art, Music In Newton Schools

NEWTON, Mass.—An attack on those who would restrict the schools to the three R's was contained in the annual report of John Lund, superintendent of schools of Newton, read to the school committee. Education in art, music and health, he said, are basic elements of public education. "The cost of education," he said, "is measured, primarily, not by the subjects taught, but rather by the number of children enrolled in the schools. For many boys and girls the new subjects offer the most certain opportunity for growth in skill, in knowledge, in opportunity for precise thinking, in appreciation, and in creative thinking. The traditional curriculum, important as it is, cannot be adjusted to meet the needs and capacities of all boys and girls. These boys and girls of ours are getting the best education ever given to the masses of the people," he said. "These products of the schools are the pride of America. They are the basis of all other production, and the promise of a quality of consumption such as the world has not yet seen. The business man who is prepared to serve this improved product of the schools will reap a rich reward." The gross operating budget for the Newton schools during 1933, Mr. Lund reported, was reduced by $127,675, or nine per cent. of the amount appropriated in 1932.

Girl Students Increase in Italy

ROME.—A report on the growth of the Fascist Balilla movement in Italy has just been issued. The Balilla organization, composed of boys and girls between the ages of eight and twelve, is the fountain-head of the Fascist institution, the reservoir where initial education is given the soldiers, officials and all state servants of the future. In 1928 it had 1,200,000 members. This year it has 3,176,000, of whom 2,044,000 are girls. The girls are called the Piccole Italiane. Next year the boys will go to the Vanguardia, and the girls to the Giovani Italiane. In both these organizations the ages are between fourteen and sixteen. In all these organizations the curriculum consists of the usual primary, grammar school and high school studies, with classes formed in accordance with the mental capacity of the pupils, so that the precocious may not be retarded by the backward. To the curricula physical exercise is added, and, in the summer, nature studies. The word, "balilla," comes from the nickname of a Genoese lad who incited a revolt against the Austrians in the early days of the Risorgimento.

Watertown Kills Cut in School Budget

WATERTOWN, Mass. — The Watertown school committee, backed by the teaching force of the town, won against the town finance committee at an adjourned town meeting, succeeding in obtaining its recommendation of $419,554 for school department instruction account. The finance committee recommended a cut to $383,734.26. The victory of the school committee means retaining kindergartens and courses of cooking, music, drawing, manual arts and physical training, and no reduction in the teaching force. The total school appropriation this year is $502,088.

Asks Good Speech As Aim of Schools

NEW YORK.—The importance of good speech was stressed by Dr. William J. O'Shea, superintendent of schools, in a paper on "Oral English," the second of a series being made public by him in advance of the publication of his thirty-fourth annual report. The development of correct speaking, Dr. O'Shea said, "has become one of the outstanding objectives of the public school." On the telephone and the radio, he pointed out, man is a "disembodied voice," and must depend upon speech alone to give expression to his personality. "The voice," he said, "must make up for facial expression, gesture, personal attributes, and appearance." Dr. O'Shea declared that success in every walk of life in a large measure depends upon the ability to speak with purity, propriety and clarity. As proof of the "vast importance of speech in determining cultural standards," Dr. O'Shea said that "educated people will boldly and sometimes proudly avow their inability to spell or to cipher, but the most self-effacing persons will instantly bristle with indignation and resentment if his pronunciation is questioned." It is Dr. O'Shea's belief that this sensitiveness to criticism of speech peculiarities is evidence that we all unconsciously realize the part speech plays in measuring our culture.

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"Dear Mr. Cobb,

I have used your books for several years. The children are so fond of them they wear them out, and I must continually replace. I have had sets of PENNIE, ARLO, and CLEMATIS, and now they are worn out, from use, not abuse."

(Signed) MRS. G. T. ARMSTRONG,
Wilmington, N. C.

THE ARLO PUBLISHING COMPANY
Newton Upper Falls, Mass.

Grins Between Grinds

Why Banks Don't Fail in China

They send no glittering statements out,
When a bank goes broke in China,
To show that it's solvent beyond a doubt,
When a bank goes broke in China.
No bitter tears you see them shed,
But they take a big cheese knife instead,
And amputate the president's head,
And banks don't fail in China.

• •

Nature Study

A schoolmistress was explaining the difference between the stately rose and the modest violet to her small pupils.

"You see, children," she said, "a beautiful, well-dressed woman walks down the street, but she is proud, and does not notice anybody—that is the stately rose. Now, behind the lady comes a small creature with bowed head—"

"Yes, teacher," interrupted little Bobby, "that's her husband."

• •

Honor System Needed

Soph—"Did you vote for the honor system?"

Freshman—"You bet I did—four times."

• •

McPherson's Twins

A rich aunt sent five pounds to McPherson and asked him to send his twin boys, aged ten, for a week's holiday, as she had never met them.

A few days later a Scotch lad presented himself at her home, and with him came a note, which read: "Dear Agness: Here is young Donald, one of the twins. The other is exactly the same."

• •

Where the Bonus Went

First Sailor—"What did you do with your bonus?"

Second Hard Worker — "Well, I spent a hundred shooting crap, fifty in a poker game, fifty on likker, twenty-five on taxi fare, and seventy-five on a girl."

First—"But that only makes three hundred. What did you do with the other two hundred?"

Second—"Oh, I don't know. I must have spent that foolishly."

• •

If They Are

"I wonder why it is that fat men are always good natured?"

"Probably because it takes them so long to get mad clear through."